



ACCESS for ELLs, Academic Language and Academic Achievement: What Does It All Mean?

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Diverse Students

- What does it mean to be to be “proficient in academic English?”
- Examining the relationship between ACCESS performance and state academic achievement
- Taking a closer look at academic language and mathematics
- What does growth look like on ACCESS?

- § 9101 (25)(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the **ABILITY** to meet the State's **PROFICIENT LEVEL OF ACHIEVEMENT** on State assessments described in section 1111(b)(3);
 - (ii) the **ABILITY TO SUCCESSFULLY ACHIEVE IN CLASSROOMS WHERE THE LANGUAGE OF INSTRUCTION IS ENGLISH**; or
 - (iii) the opportunity to participate fully in society.

- An English proficient student could be said to be one who has the ability to perform proficiently on state tests, successfully participate in classes in which only English is spoken, and fully participate in English-speaking social environments.
- English proficient then is the point where students' English language proficiency becomes ***less related to academic achievement.***

Decision Consistency

		Criterion B	
		Below	Above
Criterion A	Below	<i>True Negative</i>	<i>False Positive</i>
	Above	<i>False Negative</i>	<i>True Positive</i>

$$Correct = \left(\frac{\text{True Positives} + \text{True Negatives}}{\text{Total number in sample}} \right)$$

Decision Consistency

		ELP Assessment	
		Below	Above
Content Assessment	Below	43	14
	Above	18	25

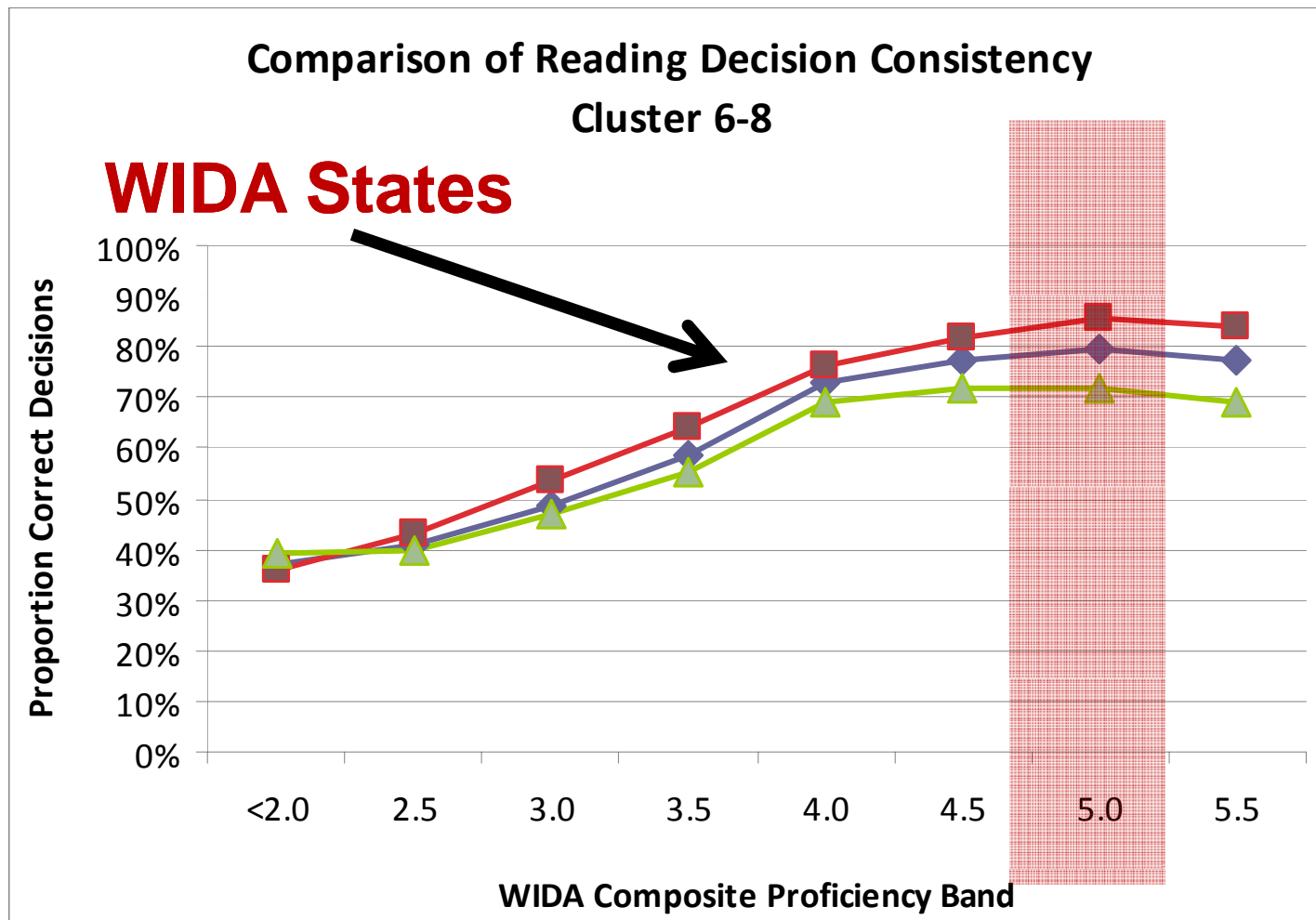
Correct = 68%

Decision Consistency

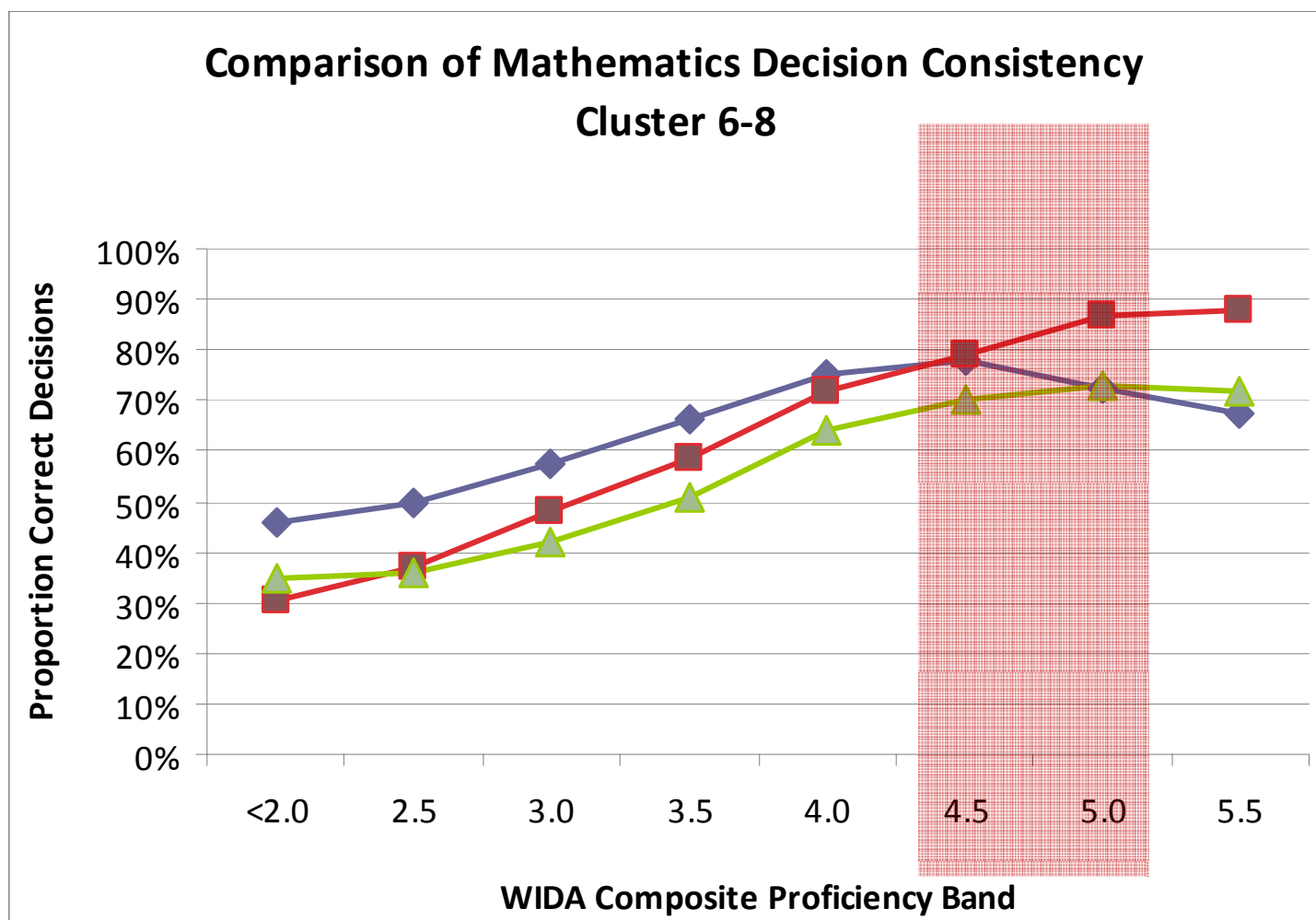
		ELP Assessment	
		Below	Above
Content Assessment	Below	51	5
	Above	10	34

Correct = 85%

Decision Consistency



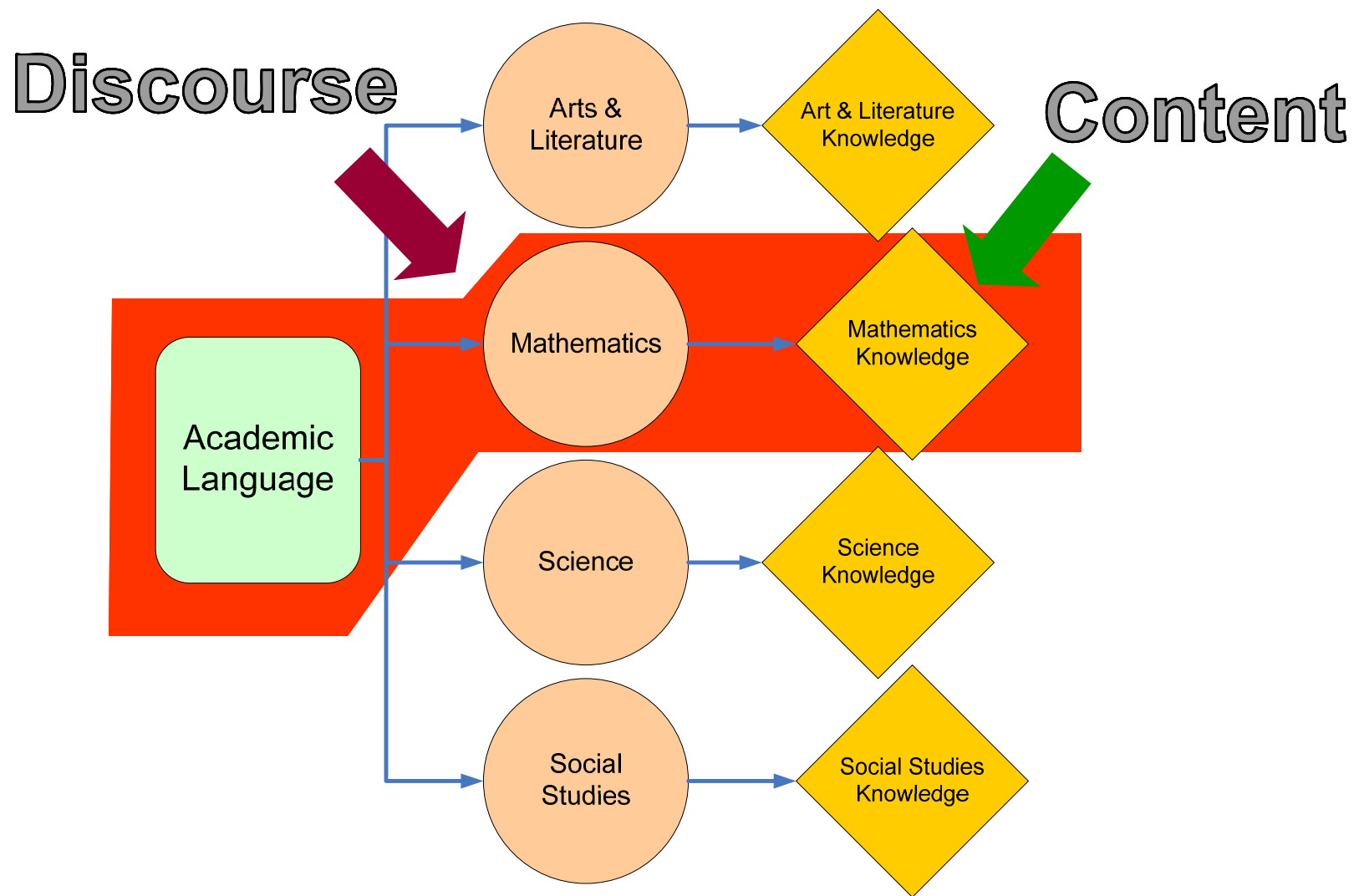
Decision Consistency



Decision Consistency

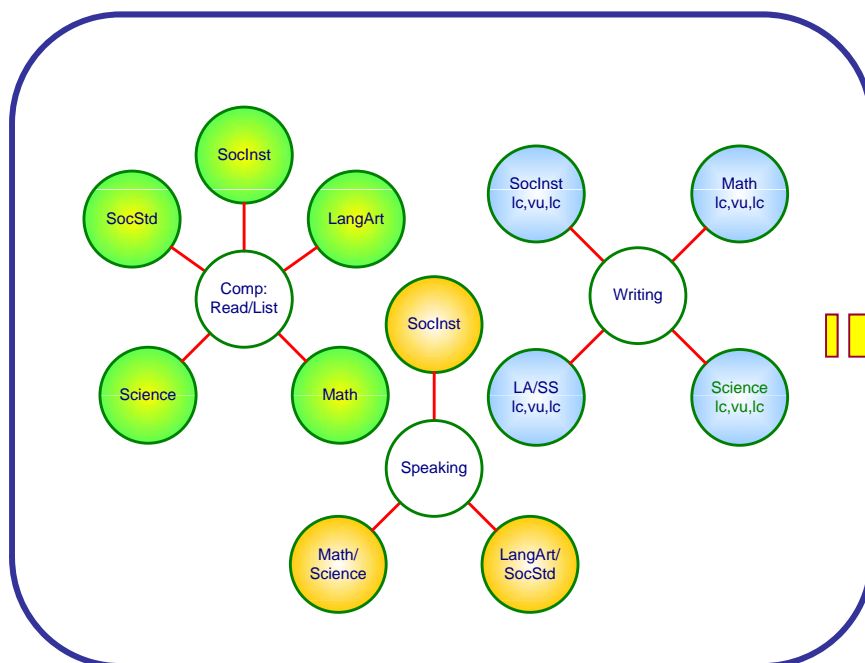
- Across WIDA states where the Decision Consistency approach has been used, we find that the flattening out or decline in curves in reading and math happens:
- Between an Overall Composite Proficiency Level of 4.8 and 5.2.

Model of Academic Language

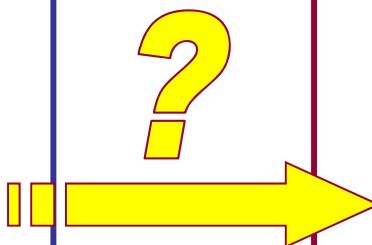


ACCESS Standard Scores

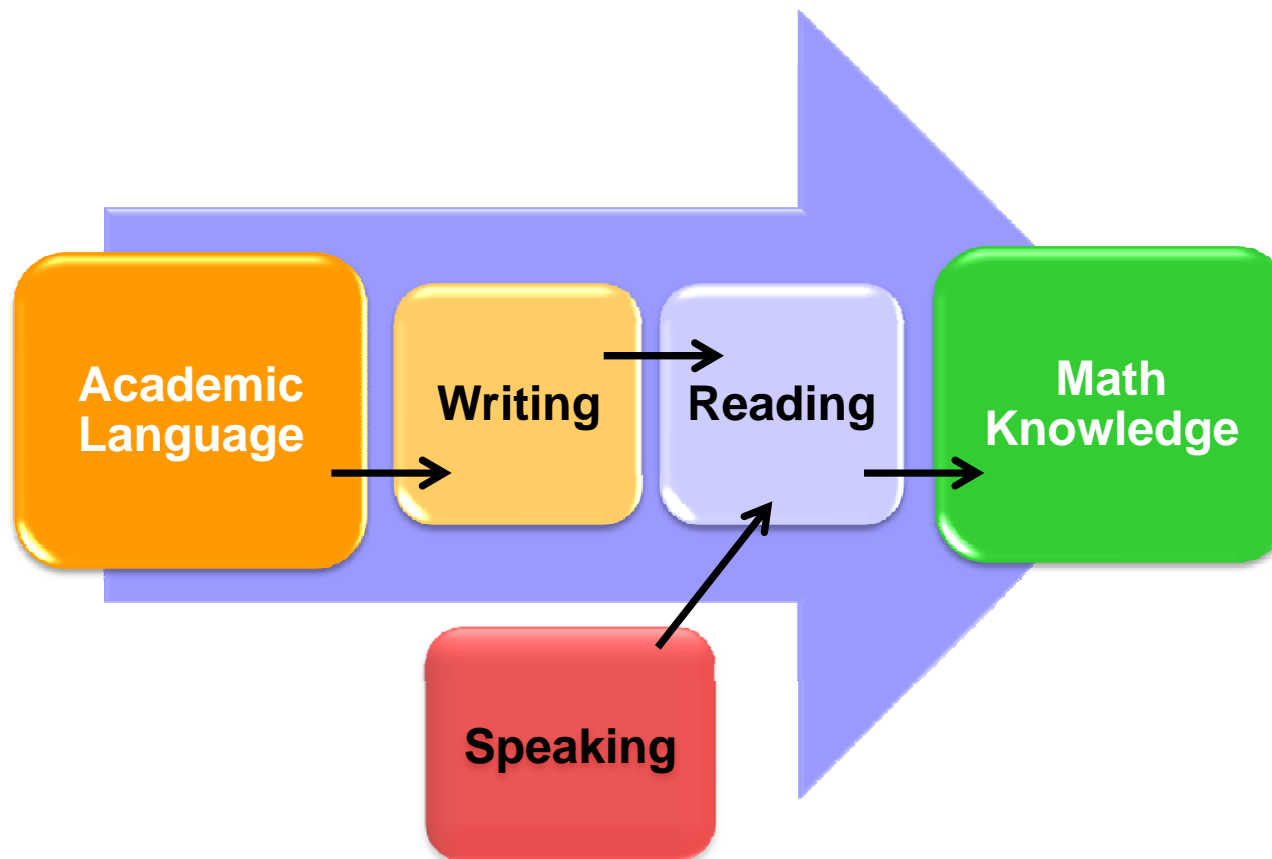
Academic Language



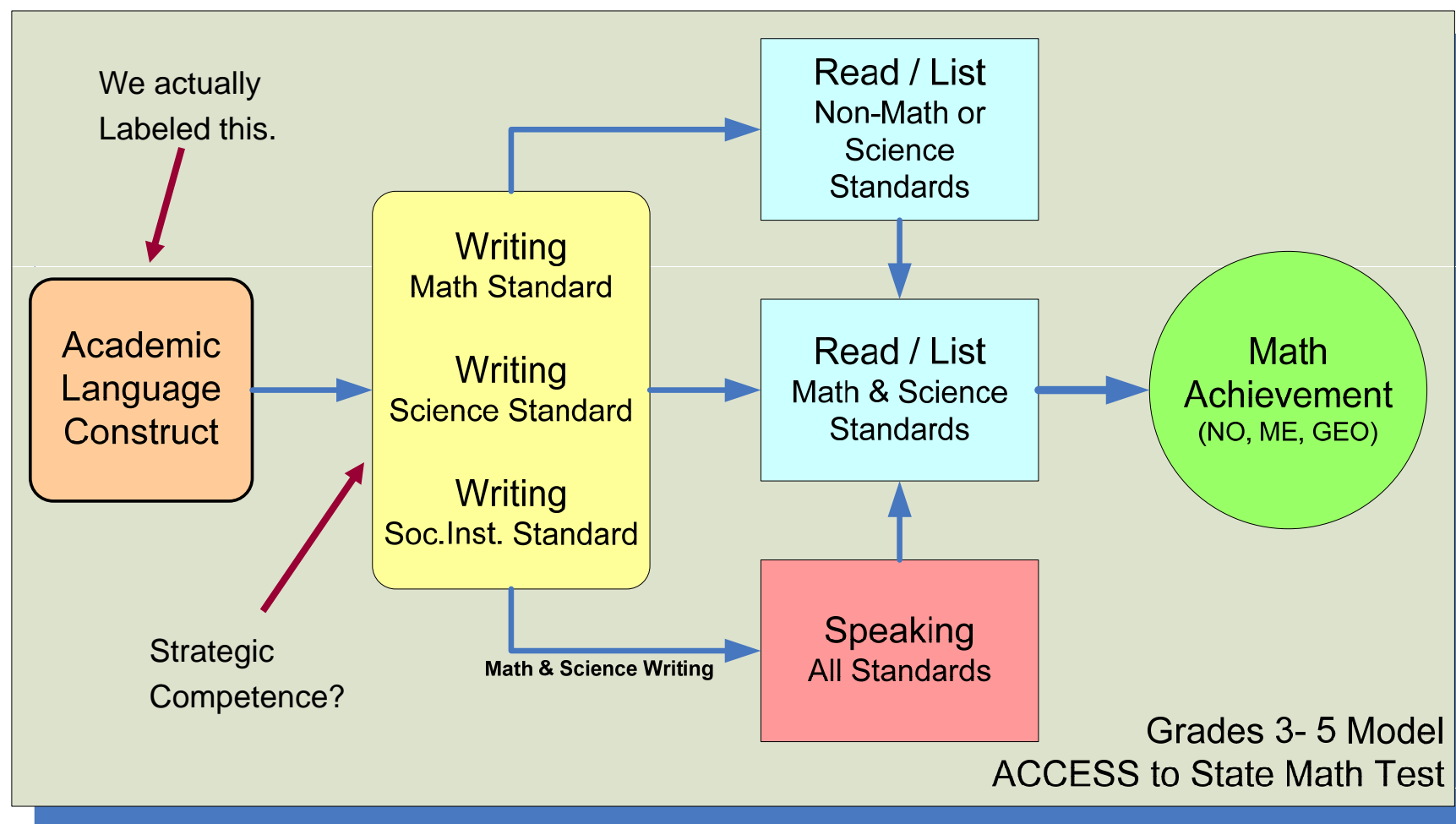
Math Knowledge



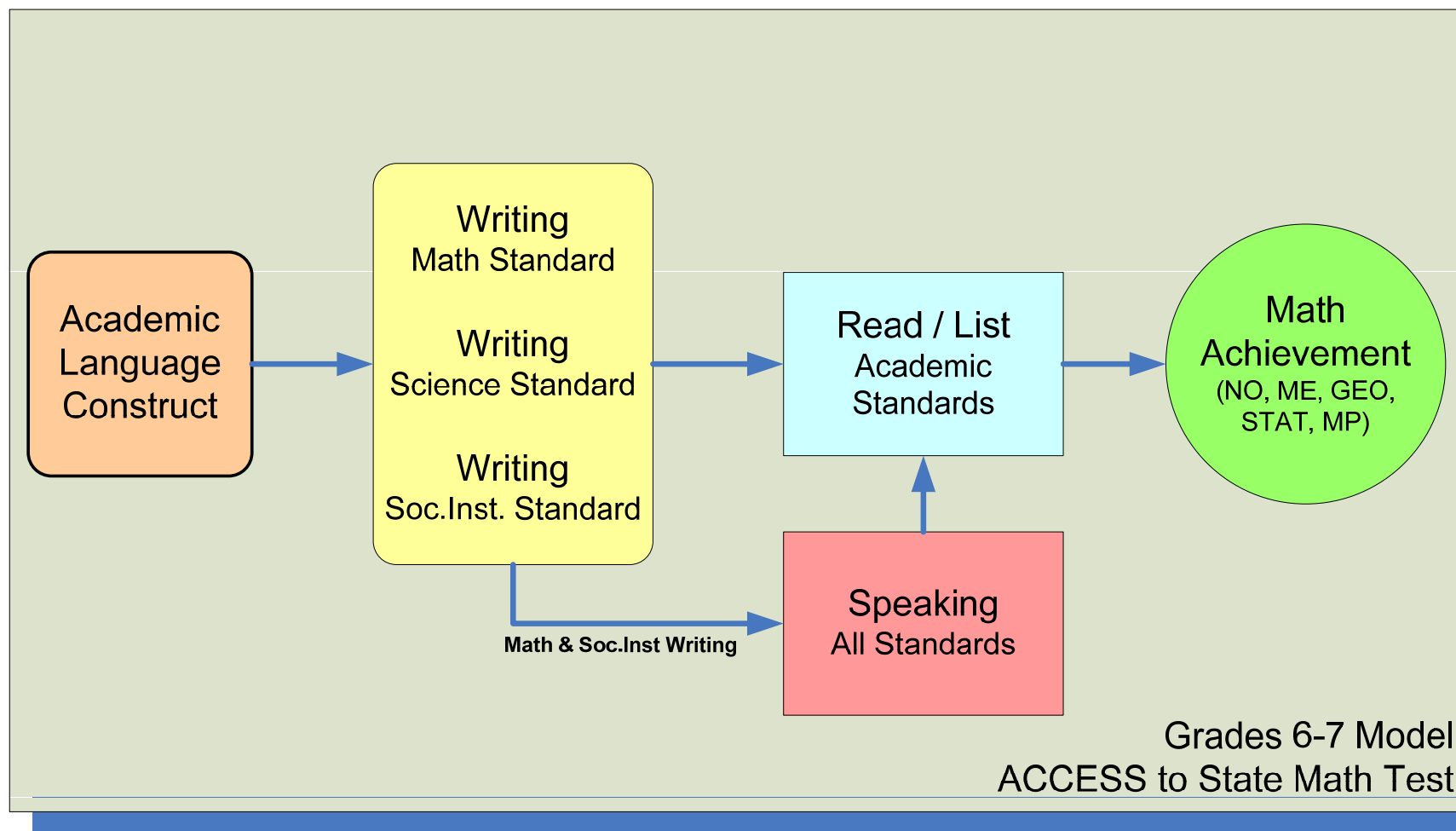
Statistical Model



Model for Grades 3-5



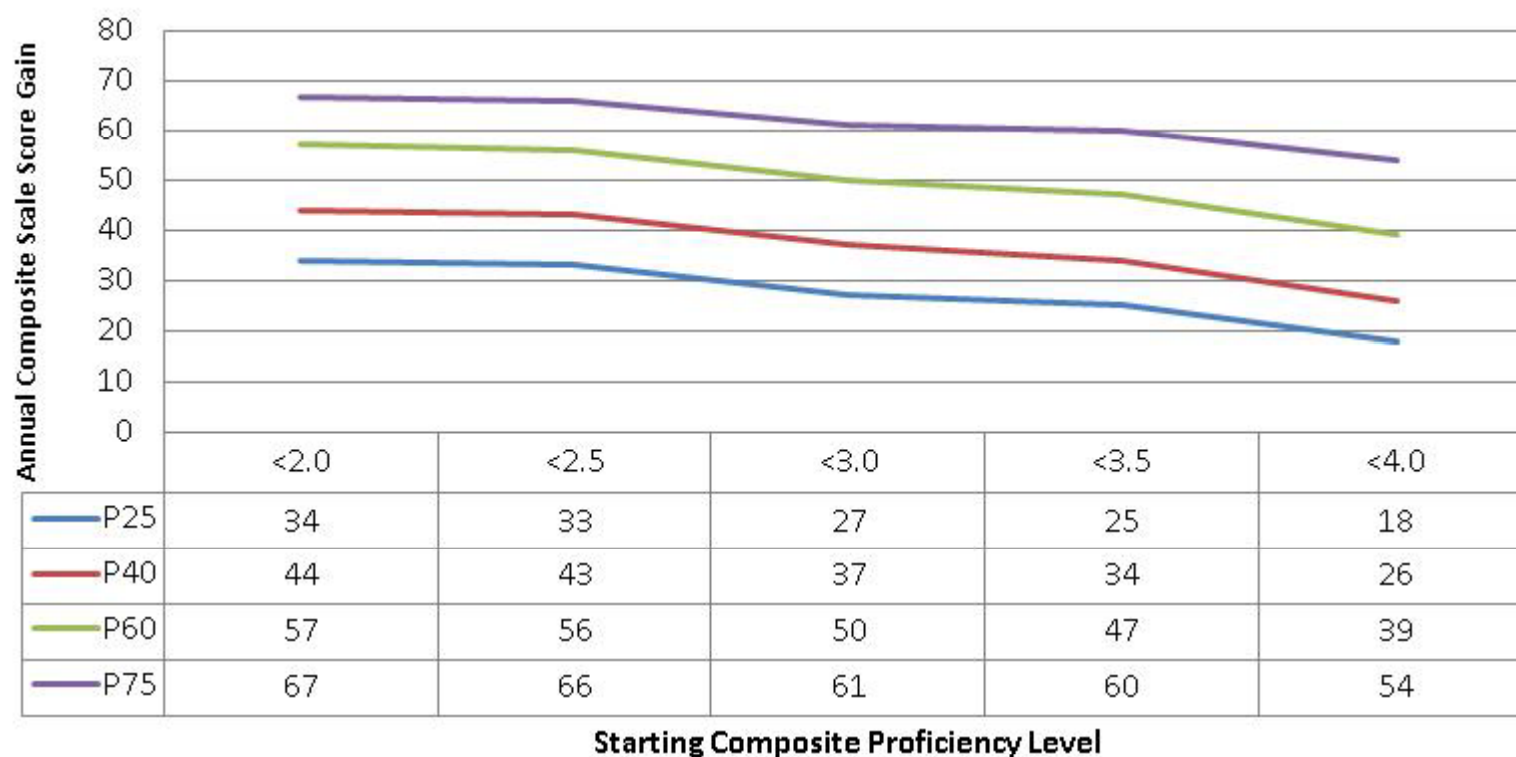
Model for Grades 6-7



What does growth on ACCESS look like?

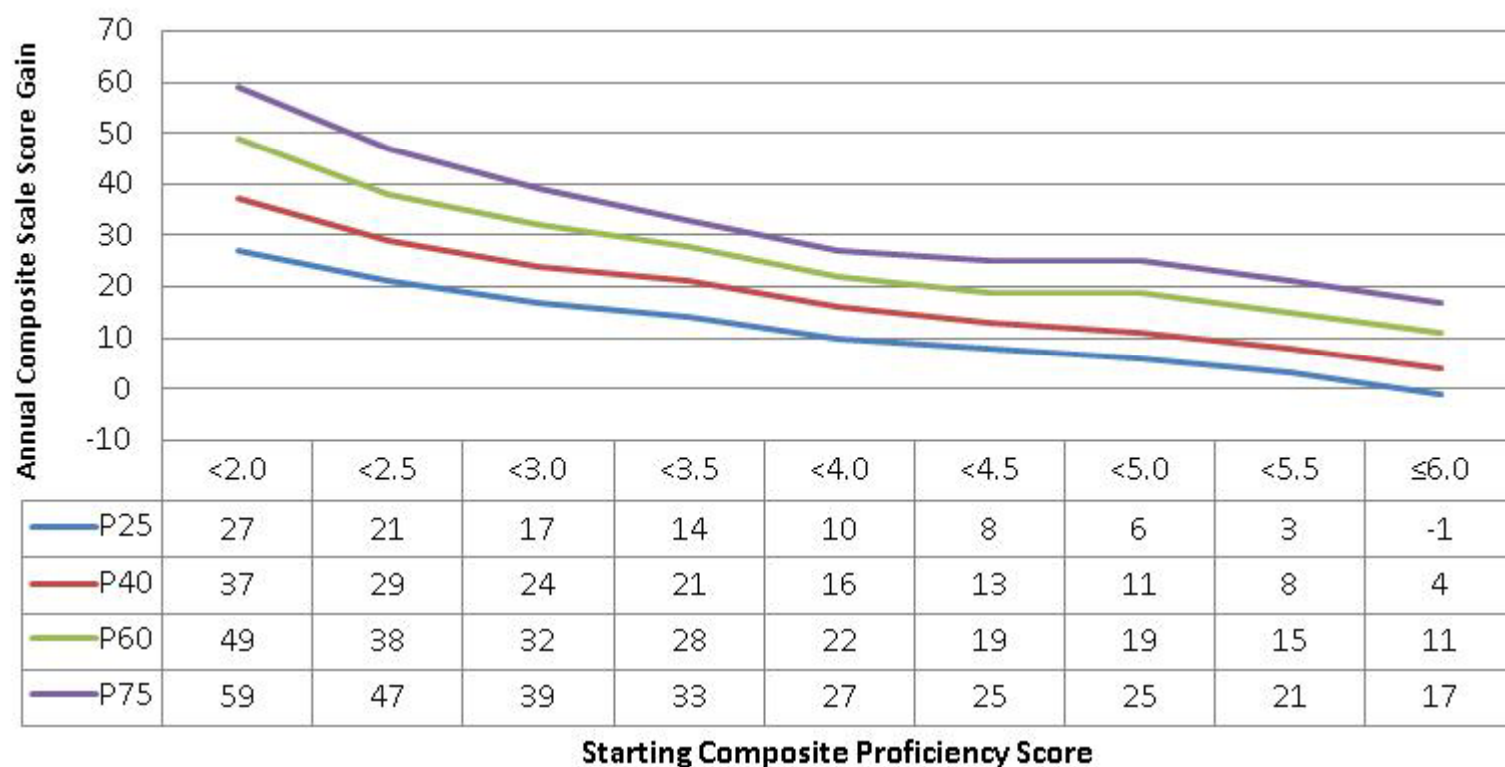
Growth Curve

ACCESS for ELLs Growth Percentiles for Kindergarten to 2nd Grade



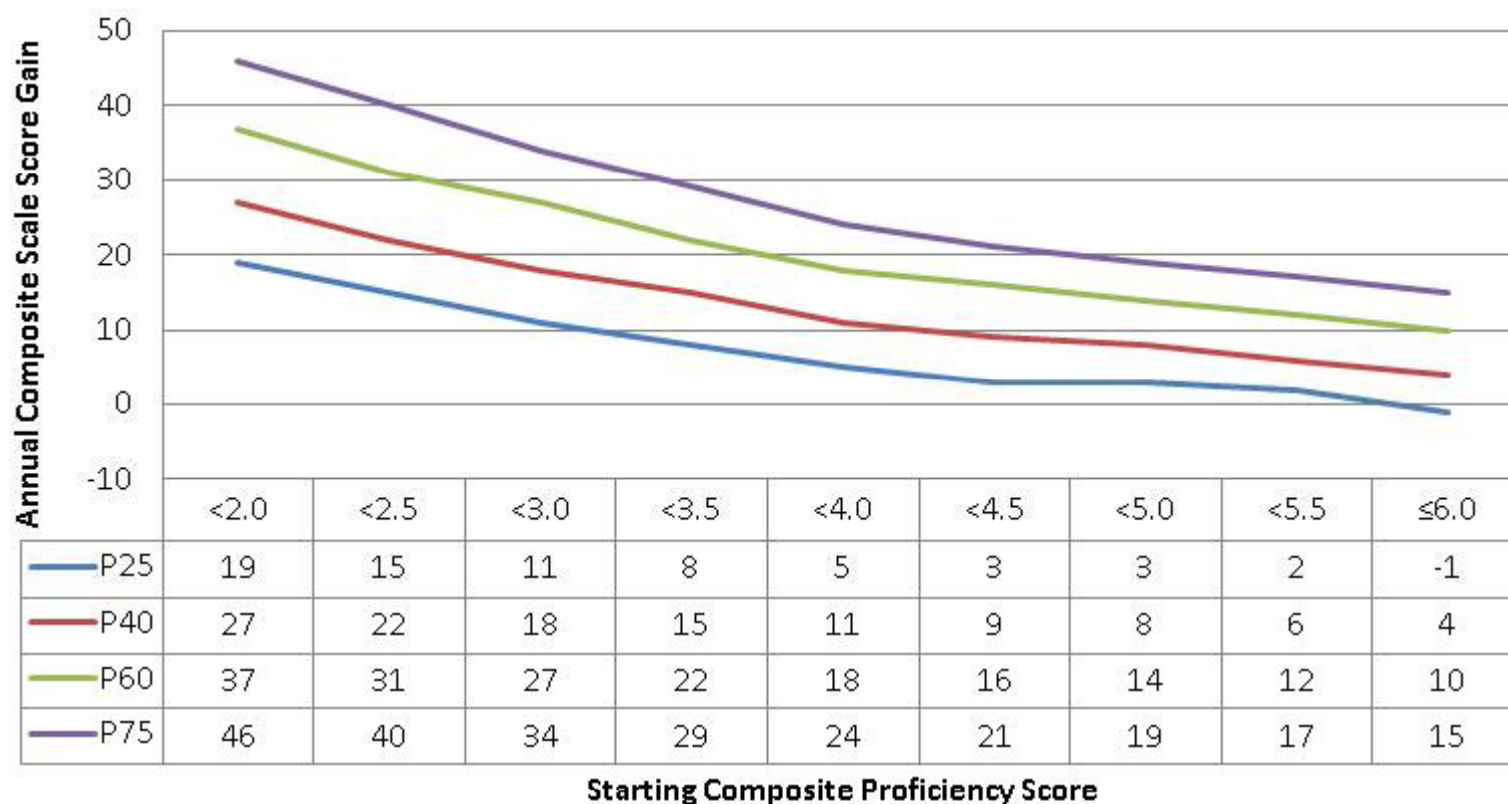
Growth Curve

**ACCESS for ELLs Growth Percentiles for
3rd to 5th Grade**



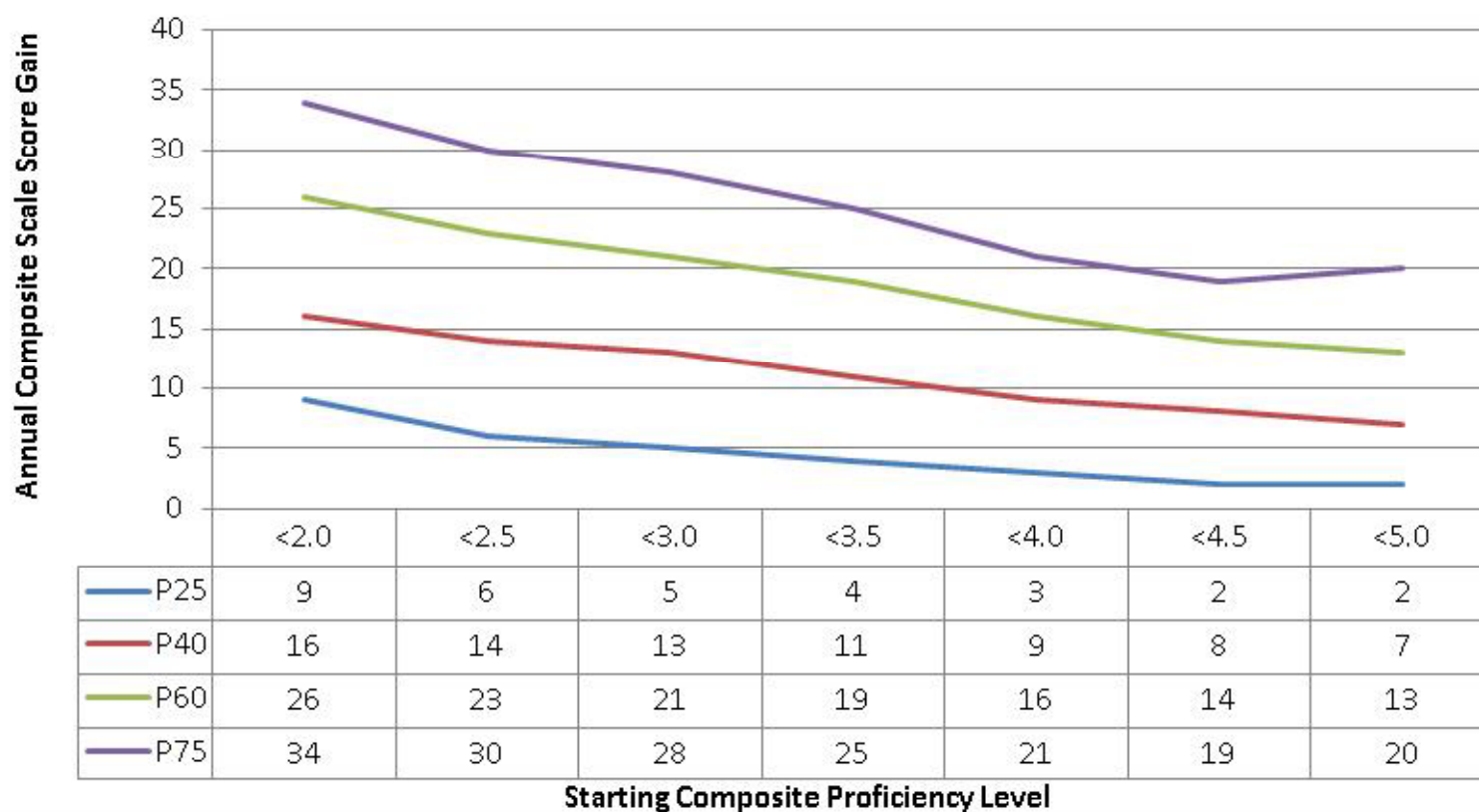
Growth Curve

**ACCESS for ELLs Growth Percentiles for
6th to 8th Grade**



Growth Curve

**ACCESS for ELLs Growth Percentiles for
9th to 12th Grade**



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